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ABSTRACT

This document lists goals and recommendations for improving American Indian education in Idaho. Recommendations are directed toward state and local governments, school officials and educators, tribal governments and American Indian communities, the State Board of Education, colleges and universities, community organizations, and parents. Goals include: (1) preparing American Indian children for future educational experiences by providing early childhood education programs that are culturally, linguistically, and developmentally appropriate; (2) establishing a school environment that respects, maintains, and promotes American Indian values, languages, and traditions; (3) increasing recruitment, retention, and graduation rates of American Indian students in Idaho's 2- and 4-year colleges and universities including postsecondary vocational and technical institutions; (4) increasing the number of American Indian faculty and administrative and professional staff at Idaho's colleges and universities; (5) encouraging American Indian parents, tribal officials, and community leaders to participate in the education of American Indian students; (6) raising the self-esteem and cultural pride of American Indian students; (7) developing comprehensive guidance and counseling programs in Idaho schools that meet the career, personal, and social needs of American Indian students and their families; and (8) expanding adult basic education programs for American Indians. (LP)

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GOALS & RECOMMENDATIONS FOR IMPROVING AMERICAN INDIAN EDUCATION

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RC019219

Submitted by the Idaho Committee on Indian Education

The goals and recommendations for improving American Indian education in Idaho are framed within the following seven areas:

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II. Primary and Secondary Education—K-12, *page 5*

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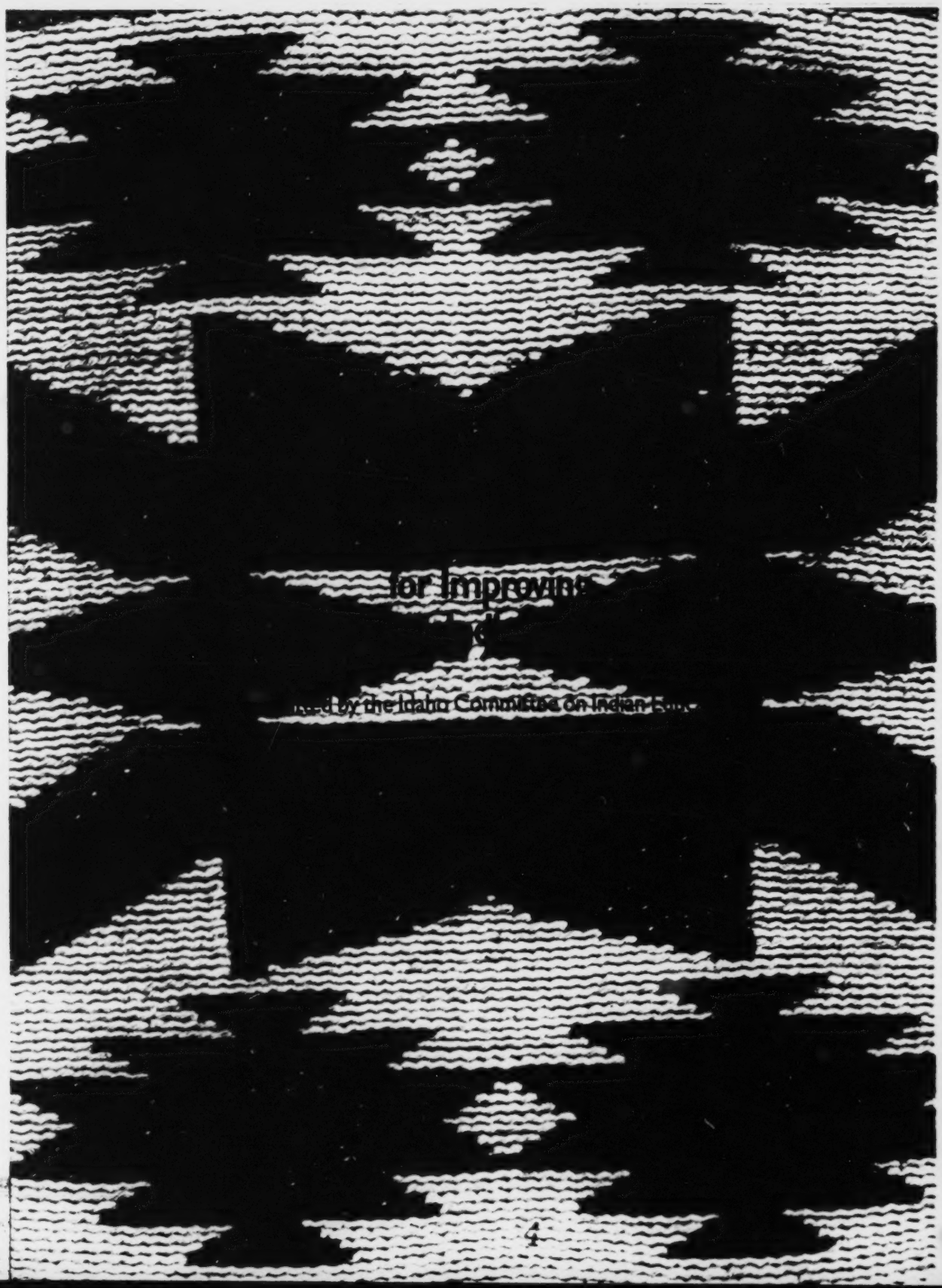
Cover photo: Indian student; Pocatello High School, 1941, courtesy Alberta Friday.

Background photo front and back cover: Nez Perce Corn Husk purse.

This publication was printed on recycled paper.


for Improvin
by the Idaho Committee on Indian

It is with great concern for American Indian students that we submit the following goals and recommendations.

A successful educational future for many of Idaho's Native students may depend on the successful implementation of plans, partnerships, and priorities outlined in this document.

Velma Bahe
Kootenai Tribe

Merceline Boyer
Shoshone-Bannock Tribe

Sam Byrd
State Division of
Vocational Education

Cindy Carter
Idaho State JOM Advisory
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Shirley Spencer
State Department of Education

Gene Van Houten
Idaho State JOM Advisory
Pocatello School District

Idaho Committee on Indian Education

I. Early Childhood Education

You must teach your children that the ground beneath their feet is the ashes of our grand-fathers, so that they will respect the land. Tell your children that the Earth is rich with the lives of our kin. Teach your children what we have taught our children, that the Earth is our Mother.

Chief Seattle
Suqwamish and
Duwamish

Goal Prepare American Indian children for future educational experiences by providing early childhood education programs that are culturally, linguistically, and developmentally appropriate.

Recommendations for state and local governments:

- Help tribes establish culturally-based health programs that combat substance and alcohol abuse, poor nutrition and other health-related problems.
- Help tribes provide training for American Indian parents, extended families and communities to instill values and beliefs that give American Indian children self-esteem, pride and an Indian orientation toward academic, technical and professional life.
- Increase funding to expand Indian Head Start.
- Establish additional preschool programs for American Indian children that involve parents, the extended family and the tribal community.

Recommendations for school officials and educators:

- Offer opportunities for tribal elders to teach tradition, culture, storytelling and Native languages to American Indian pre-schoolers.
- Prepare Indian children, pre-school and elementary, for entry into school or for transition from pre-school to public school. Promote and facilitate communication and involvement between Indian parents and school personnel.
- Provide tribes with better equipment, buildings, and needed facilities for preschool programs.

Introduction

The Indian people in Idaho are unique. With few exceptions, we have chosen our state's public education system rather than the Federal Bureau of Indian Affairs to educate our children because: 1) We are optimistic about the relationship between the state educational system and the tribal governments; and 2) We believe our state benefits from and is enriched by the cultural contributions of our diverse population.

The Indian people believe our future, in America's democratic system, depends on education. We have made earnest attempts within that system to improve the education of our people. Recent studies such as *Indian Nations at Risk* have drawn attention to Indian educational issues, as well as problems such as declining participation and achievement that plague Indian and other minority students in the American educational system.

As the year 2000 approaches, it is only with the valuable input of ideas from citizens like the American Indians in Idaho, that our educational system can meet the challenges we face as a society.

The time has come when tribal governments and state governments must set aside any political or economic issues that would distract from or hinder the progress of Indian educational reform. In this spirit, the following document presents goals and recommendations for improving American Indian Education in Idaho.

Bryan Samuels
Chair, Idaho Committee on Indian Education

Dallas Gudgell
Vice-Chair, Idaho Committee on Indian Education

II. Primary and Secondary Education—K-12

Goal Establish a school environment which respects, maintains and promotes American Indian values, languages, and traditions.

If we sell our land, you must remember to teach your children that the rivers are our brothers and yours, and you must henceforth give the rivers the kindness you would give any brother.

Chief Seattle
Suqwamish and Duwamish

Recommendations for tribal governments and American Indian communities:

- Provide opportunities for American Indian students to participate in meaningful work or community service for their tribe and community.
- Help American Indian students understand the connection between what they learn in school and what they must know to live, learn, and work in their community and in society.
- Promote American Indian identity by integrating language, history and cultural courses across the curriculum.
- Organize parent groups to influence educational policies, practices, and programs.

Recommendations for school officials and educators:

- Provide developmentally and culturally appropriate instruction for American Indian students.
- Focus on American Indian culture as a strength as students prepare for educational and occupational choices.
- Promote open and continuous communication among American Indian students, parents, teachers and school administrators.
- Ensure equal and equitable treatment of American Indian students throughout the school system.
- Encourage tribal governments, American Indian parents and communities to make educational initiatives and reform a top priority.

- Provide opportunities for educators, tribal governments and American Indian parents to integrate tribal values, language, intellectual concepts, and spirituality into school curriculum.

- Require multi-cultural education in teacher-training to increase awareness and appreciation of diversity.

- Develop in-service training for educators and school personnel that provides a uniform approach to the education of American Indian students.

- Offer culturally-based math and science, including applied math and physics.

- Provide and update school equipment, buildings and facilities.

- Report test scores, enrollment, graduation and/or dropout data according to ethnicity.

- Hire American Indian teachers who can serve as role models for American Indian students, and train non-Indian teachers to work with American Indian children and parents.

- Designate exit points from high school as college prep, tech-prep, and apprenticeship.

Recommendations for state and local governments:

- Provide educational funding for American Indian programs and students, e.g., Impact Aid.

- Provide opportunities for pre-service and inservice training for Indian and non-Indian teachers.

- Establish a committee similar to the Idaho Committee on Indian Education to provide advice and oversight for American Indian education in the public schools. The Committee should include members from all federally recognized Idaho tribes as well as representatives from all segments of education (State Department of Education, Office of the State Board of Education, State Division of Vocational Education, public and tribal schools)

- Establish a full-time position within the State Department of Education to coordinate American Indian education.

III. Higher Education

Goals Increase recruitment, retention and graduation rates of American Indian students in Idaho's two and four-year colleges and universities including postsecondary vocational/technical institutions.

Increase the number of American Indian faculty and administrative/professional staff at Idaho's colleges and universities.

Recommendations for the State Board of Education:

- Establish a committee similar to the Idaho Committee on Indian Education to provide advice and oversight for American Indian education. The Committee should include members from all federally recognized Idaho tribes as well as representatives from all segments of education (higher education institutions, State Department of Education, Office of the State Board of Education, State Division of Vocational Education, public and tribal schools)

- Establish a full-time position within the Office of the State Board of Education to coordinate American Indian education.

- Request that colleges/universities work more closely with local and tribal communities in addressing problems in American Indian education.

Recommendations for colleges/universities:

- Implement the guidelines in the *Ethnic/Racial Minority Student Recruitment, Enrollment, Retention and Graduation* Action Plan for Higher Education.

- Promote curricula that recognize the contributions of American Indians to American society.

- Create or expand student support services at Idaho institutions, e.g., educational advising, child care, tutoring, and mentoring programs. Institutions should also: work with

reservation personnel to establish community colleges or at least college/university educational satellite sites: form American Indian advisory groups (especially for institutions near reservations or larger Indian populations); work closely with public and tribal schools and families to promote higher education; and offer special interest/educational camps and activities.

- Develop an on-going financial aid program of scholarships, endowments, tuition waivers and other forms of financial assistance to ensure adequate financial support for American Indian students.

- Increase faculty and staff awareness regarding the unique needs of Indian students, especially those entering the college/university for the first time.

- Coordinate the various financial assistance programs available to American Indian students for easier, more reliable and timely distribution of financial aid.

- Expand professional development opportunities for American Indian students and faculty. Special emphasis should be placed on arranging these opportunities on the reservations.

- Expand opportunities for non-Indian faculty to participate in faculty exchanges at schools with large American Indian populations.

- Emphasize American Indian student involvement in campus and community activities in order to develop and refine their cross-cultural skills.

- Request that teacher preparation programs increase efforts to recruit and graduate American Indian teachers and school administrators.

- Revise teacher training programs to prepare educators to work within a multicultural setting that supports and challenges students from diverse cultures. Encourage all education students to participate in a multicultural clinical experience. Special emphasis on the American Indian should be given at institutions which are near reservations or located near large concentrations of American Indians.

Observation was certain to have its rewards. Interest, wonder, and admiration grew, and the fact was appreciated that life was more than mere human manifestation; it was expressed in a multitude of forms.

This appreciation enriched Lakota existence. Life was vivid and pulsing; nothing was casual and commonplace. The Indian lived—lived in every sense of the word—from his first to his last breath.

Chief Luther Standing Bear
Teton Sioux

Establish para-professional training programs which:
- allow members of the American Indian community to participate in the education of American Indian students.
- encourage continuation of formal education for those who are interested.
- utilize tribal members as consultants and teachers.
- are culturally relevant.

Expand campus-wide participation in American Indian community cultural events.

Establish or affiliate with professional student organizations which have a direct interest in American Indian students, e.g., American Indian Science and Engineering Society.

Routinely report data, such as test scores, grades, retention and attrition rates, by ethnicity.

Establish a major and/or minor in American Indian studies, especially at those schools near Indian reservations or large concentrations of American Indian people.

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IV. Community/Tribal/Parental Participation

Goal Encourage American Indian parents, tribal officials and community leaders to participate in the education of American Indian students.

Recommendations for local and state governments and community-based organizations:

- Encourage American Indian parents to participate in and influence the educational process and school decision-making.
- Encourage and support American Indian parent participation on school boards.
- Ensure that tribal governments and communities participate in the legislative process (i.e. Indian affairs, legislative committees) to represent American Indian interests.
- Encourage the Alliance of Idaho Tribes to advocate educational equity for American Indian students.

Because we are old, it may be thought that the memory of things may be lost with us, who have not, like you, the art of preserving it by committing all transactions to writing.

We nevertheless have methods of transmitting from father to son an account of all these things. You will find the remembrance of them is faithfully preserved, and our succeeding generations are made acquainted with what has passed, that it may not be forgotten as long as the Earth remains.

Kanick Hungo
-Treaty negotiating with six nations

Recommendations for school officials and educators:

- Involve American Indian parents in reviewing curricula and textbooks
- Involve American Indian parents and tribal elders in training for schools on American Indian culture, tradition, storytelling and languages for the benefit of all students.

Recommendations for parents of American Indian children:

- Organize parent-teacher associations or join existing associations.

- Participate in school and other activities and show support for schooling as important to your children's development.
- Work with local, tribal, state, and national political representatives to ensure proper attention is paid to the educational interests of American Indians.

Many of the white mans' ways are past our understanding—they put a great store upon writing; there is always a paper.

The white people must think paper has some mysterious power to help them in the world. The Indian needs no writing; words that are true sink deep into his heart, where they remain. He never forgets them. On the other hand, if the white man loses his papers, he is helpless.

Four Guns
-Oglala Sioux

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V. Self-Esteem and Cultural Pride

Goal Raise the self-esteem and cultural pride of American Indian students.

Recommendations for school officials and educators:

- Value, as a starting point for schooling, the historical and practical knowledge-base of the American Indian community.
- Develop curricula that demonstrate how the Indian way of life has positively contributed to American society.
- Develop elementary, secondary, university and adult education programs for American Indians that reinforce the connection between American Indian students and their tribal community.
- Encourage tribal leaders and elders to participate in educational programs that improve the self-image and analytical skills of American Indian children.
- Foster cultural equality by requiring educational curricula and activities to include accurate cultural portrayals and role models.
- Appreciate and promote America's ethnic and cultural diversity.
- Encourage American Indian students to bring their culture, when germane to the subject, into the classroom.
- Encourage schools to recognize and announce cultural events in Idaho and the Northwest.
- Provide classes in life-skills, parenting skills, personal budgeting, and time management.

VI. Career Awareness

Goal Develop comprehensive guidance and counseling programs in Idaho schools that meet the career, educational/training, personal and social needs of American Indian students and their families.

Recommendations for school officials and educators:

- Provide comprehensive career counseling and guidance that fits the interest and aptitudes of American Indian students, and allows freedom of choice.
- Implement partnerships between tribes, schools, parents, social service agencies, private industry councils/Job Training Partnership Act (JTPA), and business & industry.
- Encourage school counselors and teachers to promote and maintain high expectations for all students including American Indian students.
- Recruit and hire more certified American Indian counselors.
- Organize and provide career fairs especially targeted to American Indian students.
- Provide support groups, counseling and other appropriate programs for American Indian students who are single parents.
- Provide American Indian students information on agencies and counselors that meet special needs such as alternative schools, drug and alcohol counseling.
- Provide financial aid counseling and guidance to American Indian students regarding postsecondary vocational and academic opportunities.
- Provide information on scholarships, grants, federal and state programs, including JTPA, designed to assist American Indians who wish to pursue education and training.

The first American mingled with his pride a singular humility. He never claimed that his power of articulate speech was proof of superiority over "dumb creation"; on the other hand, speech is to him a perilous gift.

He believes profoundly in silence—the sign of a perfect equilibrium. Silence is the absolute poise or balance of body, mind, and spirit.

The man who preserves his selfhood ever calm and unshaken by the storms of existence—not a leaf, as it were, astir on the tree, not a ripple upon the surface of the shining pool—his, in the mind of the unlettered sage, is the ideal attitude and conduct of life . . .

Silence is the cornerstone of character.

Charles Alexander Eastman (Ohiyesa) Santee Sioux

VII. Adult Education

You who are so wise must know that different nations have different conceptions of things. You will not therefore take it amiss if our ideas of the white man's kind of education happens not to be the same as yours. We have had some experience of it.

Several of our young people were brought up in your colleges. They were instructed in all your sciences; but, when they came back to us, they were bad runners, ignorant of every means of living in the woods, unable to bear either cold or hunger. They didn't know how to build a cabin, take a deer, or kill an enemy. They spoke our language imperfectly.

They were therefore unfit to be hunters, warriors, or counsellors; they were good for nothing.

We are, however, not the less obliged for your kind offer, though we decline accepting it. To show our gratefulness, if the gentlemen of Virginia shall send us a dozen of their sons, we will take great care with their education, instruct them in all we know, and make men of them.

Canassatego
-Treaty of Lancaster

Goal Expand Adult Basic Education programs for American Indians

Recommendations to local and state governments and community-based organizations:

- Provide adult vocational, Adult Basic Education, JTPA training and community education classes on or near reservations.
- Provide extension or university satellite sites for community education on reservations.
- Provide education and counseling on health-related issues such as nutrition, substance abuse and sexually transmitted diseases.
- Incorporate life-skills training into Adult Basic Education programs.
- Establish parenting classes to help American Indian parents become active in school and other activities.
- Provide American Indian adults with para-professional training to help in schools and classrooms.
- Provide a Child Development Associates (CDA) program on or near reservations.
- Provide adult students (especially single parents) with child care services to encourage participation in adult education programs.
- Develop partnerships with private industry councils/JTPA, and business & industry to provide workshops, training, and other educational programs on or near reservations.

P.O. Box 219 Owyhee, Nevada 89832-0219 (702) 757-3161

December 8, 1992

To Whom It May Concern:

The governing body of the Shoshone-Paiute Tribes recognizes the need to provide quality education opportunities from early childhood through life in accordance with the tribes' needs for cultural and economic well-being.

In order to enhance this educational mission, the Shoshone-Paiute Tribes supports the efforts and recommendation of the Idaho Committee on Indian Education. The Shoshone-Paiute Tribes recommends that the goals and objectives of the committee be adhered to and given appropriate priority within the state's educational plan.

Education is and will continue to be a priority of the Shoshone-Paiute Tribes, this acknowledging that appropriate education policies are a major part of the success of the continued development of the human and natural resources of the Shoshone-Paiute Tribes.

Sincerely,

James A. Paiva,
Tribal Chairman

KOOTENAI TRIBE OF IDAHO

P.O. Box 1269 Bonners Ferry, Idaho 83805
(208) 267-3519 Fax. No. (208) 267-2960

December 1, 1992

State of Idaho
DIVISION OF VOCATIONAL EDUCATION
650 West State Street
Boise, Idaho 83720-3650

Dear Mr. Byrd:

On behalf of the Kootenai Tribe of Idaho, the Tribe fully supports the Idaho Committee on Indian Education in the goals and recommendations for improving American Indian Education.

Education has always been a high priority for the Kootenais and Indian people as a whole.

In order to make a change for the better in the future, education is needed and should always be stressed.

Regards,

KOOTENAI TRIBE OF IDAHO

Amy Trice
Chairperson

AT/dwb

Northwestern Band of The Shoshoni Nation

TRIBAL OFFICE
PHONE (208) 785-7401/7402
FAX (208) 785-2206

P.O. BOX 637
BLACKFOOT, ID 83221

September 11, 1992

Samuel Byrd, State of Idaho
Division of Vocational Education
650 West State Street
Boise, Idaho 83720-3650

Dear Mr. Byrd:

The Northwestern Band of Shoshoni Nation fully supports the State of Idaho Division of Vocational Education on the Goals and Recommendations for Improving American Indian Education.

Because the Indian people relate with the United State Government.

We are the only American Indians that have signed Treaties with the Government.

We feel that we should have a stronger voice in education for our Indian children now and in the future.

Sincerely,

Leonard M. Alex

Leonard M. Alex, Chairman
NW Shoshoni Tribal Council

Nez Perce
TRIBAL EXECUTIVE COMMITTEE
P.O. BOX 305 • LAPWAI, IDAHO 83540 • (208) 843-2253

September 17, 1992

The Nez Perce Tribe of Idaho

The governing body of the Nez Perce Tribe recognizes the need to provide quality education opportunities from early childhood through life in accordance with the tribes' needs for cultural and economic well-being.

In order to enhance this educational mission, the Nez Perce Tribe supports the efforts and recommendation of Idaho Committee on Indian Education. The Nez Perce recommends that the goals and objectives of the committee be adhered to and given appropriate priority within the state's educational plan.

Education is and will continue to be a priority of the Nez Perce Tribe, this acknowledging that appropriate education policies are a major part of the success of the continued development of the human and natural resources of the Nez Perce Tribe.

Samuel N. Penney

Samuel N. Penney, Chairman

RESOLUTION

WHEREAS, the Indian Tribes in the State of Idaho have formed the "Idaho Committee on Indian Education", for the purpose of improving Indian education for all Indian children in Idaho's public school and BIA contract/Grant schools, and

WHEREAS, the "Idaho Committee on Indian Education", with representatives for all Idaho Tribes have been working on the Goals and Recommendations for Improving American Indian Education, for eleven months, and

WHEREAS, the future planning of this project is a follow-up/continuation of the goals of the WHITE HOUSE CONFERENCE ON INDIAN EDUCATION to improve education for Indian children across the nation, and

WHEREAS, the Idaho Tribes are one of the first to develop a plan to improve educational programs, services and opportunities for Indian children, and

WHEREAS, the Idaho Committee on Indian Education is working toward improving education in all areas: Early Childhood, Primary & Secondary, Higher Education, Community/Tribal/Parental Participation, Self Esteem & Cultural Pride, Career Awareness, and Adult Education, and

NOW THEREFORE, BE IT RESOLVED BY THE BUSINESS COUNCIL OF THE SHOSHONE-BANNOCK TRIBES, that the Shoshone-Bannock Tribal Business Council supports and recognizes the "Idaho Committee on Indian Education" as the official body to continue working on Indian Education in the State of Idaho and accepts the Goals and Recommendations for Improving American Indian Education, which have been developed.

Authority for the foregoing resolution is found in the Indian Reorganization Act of June 18, 1934 (48 Stat., 984) as amended and under Article VI, Section I (r) of the Shoshone-Bannock Tribes Constitution and By-laws of the Fort Hall Indian Reservation.

Dated this 15th day of December, 1992

Kesley Edmo, Sr., Chairman
Fort Hall Business Council

REFERENCE:

COEUR D'ALENE TRIBE OF IDAHO

TRIBAL HEADQUARTERS • C&A SUBAGENCY
PLUMMER, IDAHO 83851
(208) 274-3101

February 3, 1993

Mr. Sam Byrd
Idaho Division of Vocational Education
650 West State Street
Boise, ID 83720

Dear Mr. Byrd:

As an organization of sovereign governments, the Alliance of Idaho Tribes shares a common concern for quality Indian education. Accordingly, the Indian Tribes in the State of Idaho formed the IDAHO COMMITTEE ON INDIAN EDUCATION for the purpose of improving Indian education in the public and BIA contract/grant schools in Idaho.

In response to the goals and recommendations of the WHITE HOUSE CONFERENCE ON INDIAN EDUCATION, the representatives from all of the Idaho Tribes who serve on the above Committee have taken the initiative of developing a plan for improving the programs, services, and opportunities for future generations of Indian students. The result of this project is the GOALS AND RECOMMENDATIONS FOR IMPROVING AMERICAN INDIAN EDUCATION in the State of Idaho.

As an organization of sovereign governments, the Alliance of Idaho Tribes also recognizes the fine work of the Idaho State's SCHOOLS 2000 COMMITTEE and ETHNIC/RACIAL MINORITY STUDENT RECRUITMENT ENROLLMENT RETENTION AND GRADUATION Action Plan for Higher Education. However, we must emphasize the fact that our tribes are Sovereign Governments, not ethnic/racial minority groups, and that this must be appropriately included in the state's educational policies/plans in order that our mutual mission of quality Indian education be given proper priority.

Consistent with the Idaho State Board of Education's Commitment and support for restructuring our public school system and its plan to better serve minority students in Idaho's institutions of higher education, the IDAHO COMMITTEE on Indian Education has identified opportunities that exist for tribal governments to work with state government, Indian parents, and school officials to improve the educational status of our Indian children. The Committee's report also provides specific actions for change and improvement in the way our Indian children are educated.

The Alliance of Idaho Tribes requests that the Idaho State Board of Education:

1). Endorse and adopt the plans and priorities recommended in the report of the Idaho Committee on Indian Education, and

2). Appropriately incorporate the Committee's Goals and Recommendations for Improving American Indian Education into

a). The work of the schools 2000 committee and

b). The Action Plan for Higher Education.

In addition, we strongly urge that the Idaho colleges/universities continue to work with local tribal communities/governments in addressing issues in Indian education.

As Sovereign governments, each of the tribes in Idaho is responsible for the sustained development of their respective human and natural resources. The successful performance of such political duty is an interdependent responsibility in multi-jurisdictional environments. An essential factor in the development of tribal resources is quality Indian education; in accordance with the tribal specific cultural heritage, political legacy, and economic self-sufficiency respective of the various sovereign Indian nations.

State and Tribal governments can be assets to one another with their collaborate accomplishments being of mutual benefit for their respective citizenries. Increased community participation and parent involvement in improving early childhood, primary and secondary, adult, and higher education can only enhance the self-esteem of our Indian students. The cooperative organization of our respective educational resources must begin with the linkage of our policies, plans, priorities, and goals for Indian education. The formulation of a shared vision of quality Indian education is what the Alliance of Idaho Tribes proposes in its request to the Idaho State Board of Education.

Sincerely,

Ernest L. Stensgar

ERNEST L. STENSGAR
CHAIRMAN

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This document was produced and published as a cooperative effort of the Alliance of Idaho Tribes, the State Board of Education, the State Department of Education, and the State Division of Vocational Education.
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